

March 5, 1984

Open House Activities

Saturday, March 10

10 A.M. to 4 P.M.

COMMUNITY SOCIAL SERVICE WORKER PROGRAM

TIME: Continuous

Student Presentation and Display

CRIMINOLOGY

Slide Presentation -	Room 3463	TIME: Continuous
Comparative Criminal Justice		
Slide Presentation -	Room 3465	TIME: Continuous
Criminalistics - the work		
of a crime lab		
Display of Charts -		TIME: Continuous
Court System		

ENGLISH AND COMMUNICATIONS

Film Series -	Room 3302	TIME: 1030, 1130, 1300, 1430, 1500 HRS
My Financial Career		
Progressive Insanities of a Pioneer		
Occurrence at Owl Creek Bridge		
Red Kite		
Tribute to Dylan Thomas		
Novel 1914-1942 Loss Of Innocence		
Resumes	Room 3300	TIME: 1100, 1200, 1400 and 1500 HRS
Literary Topics	Room 3343	TIME: 1330, 1430, and 1530 HRS
20 minute mini lectures		
Calligraphy -		TIME: 1000 - 1200, and 1400 - 1600 HRS
Creative Writing Exhibit -	Room 3406	TIME: 1030, 1130, 1330, 1430 and 1530 HRS

LEARNING RESOURCES

Formal Tours of Library	TIME: 1100, 1300 and 1500 HRS
Informal Tours of Library	TIME: Continuous

NURSING PROGRAMS

Slide Presentations -		
First Year	Room 2805	TIME: Continuous
Second Year		
Pediatrics	Room 2680	TIME: Continuous
Obstetrics	Room 2680	TIME: Continuous
Psychiatry	Room 2600	TIME: Continuous
Long Term Care	Room 2690	TIME: Continuous
Occupational Health	Room 2600	TIME: Continuous
Post Basic Emergency Nursing	Room 2680	TIME: Continuous

PHYSICAL EDUCATION

<u>Gymnasium Activities</u>	
Track and Field	TIME: 1000 - 1100
Badminton	TIME: 1100 - 1200
Creative Dance	TIME: 1200 - 1300
Gymnastics Display	TIME: 1300 - 1400
Basketball Game	TIME: 1400 - 1500
Social Dance (Faculty, Staff, Students and public welcome to join in)	TIME: 1500 - 1600
<u>Combatants Room</u>	
Karate	TIME: 1300 - 1430

ANTHROPOLOGY MUSEUM Room 3417

St. Mungo Archeological Demonstration

COMMERCE AND BUSINESS ADMINISTRATION

<u>Accounting Video - Careers in Financial Management</u>	Room 4312
<u>Computer Information System - Apple and IBM P.C.</u>	Room 4363
Demonstration	
<u>Office Administration - Word Processing</u>	Room 4360
Demonstration	

GEOGRAPHY Room 3417

Test Your Garden Soil. Bring in 1/2 cup of your garden soil and have it tested for PH (acidity). Recommendations will be made for treatment to get optional growth.

OFFICIAL OPENING OF THE DAYCARE	TIME: 1030 - 1100
Room 2810	
<u>Tours of Daycare and Demonstration</u>	TIME: 1200, 1300, 1400, 1500 HRS

PSYCHOLOGY EXPERIMENTS Room 3475

<u>Film Presentations</u>	
Without Words	TIME: 1045
Stress: A Personal Challenge	TIME: 1145
Aspects of Behaviour	TIME: 1245
Prejudice: Causes, Consequences, & Cures	TIME: 1345
Prenatal Development	TIME: 1445

SCIENCE AND MATHEMATICS

<u>Computing Science</u>	Room 3910
Hands on Demonstration of the DATA GENERAL SYSTEM	
<u>Biology Laboratory</u>	Room 3712
<u>Chemistry Laboratory</u>	Room 3740
<u>Physics Laboratory</u>	Room 3725

THEATRE PRODUCTION

"The Teahouse of the August Moon"
 March 7 - 11, 8:00 PM
 Sunday Matinee
 Adults \$5.00 - Seniors and Students \$4.00
 Tickets - 520-5469

Art Display

TRAVEL EDUCATION

<u>Films</u>	Room 2212	
Japanese and Chinese Documentaries		TIME: 1000, 1100, 1200, 1300, 1400, 1500 HRS

MISSION/OBJECTIVE STATEMENT AND PROJECT PLAN FOR THE
ADMINISTRATIVE REVIEW STEERING COMMITTEE

The Review Committee is cognizant that its mission is to detail the existing administrative structure and function, to analyze the data to determine its assets and needs, and to make recommendations to the College President in an effort to improve administrative effectiveness at Douglas College. With this in mind, the Committee will "operationalize" the following assumptions:

1. A. The scope of the review will include all administrative units and administrative committees within the College administrative structure.
- B. The focus of the review will be the processes and relationships inherent within a broad definition of administrative/management functions, and will include an examination of:
 - (1) Unit Objectives
 - (2) Scope of Unit Operations
 - (3) Unit Organization
 - (4) Inter/Intra Unit Processes
- C. The Committee will provide an opportunity for all interested constituents within the College community to be heard in written form and/or at pre-determined Committee meetings.
2. Within this broad framework, Committee members are cognizant of several fundamental responsibilities inherent in their participation:
 - A. Committee members are sensitive to any fears that College personnel may have that the review process may adversely affect careers. The Committee members, therefore, wish to assure College personnel that, in keeping with the assumption stated in 1.B., the review process is not designed as a means of assessing/evaluating individual effectiveness or efficiency.
 - B. Committee members will seek an objective appraisal, noting both strengths and weaknesses.
 - C. Committee members represent assistance to the College community and will not usurp basic managerial responsibilities.
 - D. Committee members will refrain from discussing and making initial comments to anyone outside of the Committee. The Committee's work will be handled confidentially until the final disposition is released by the entire Steering Committee.

- 2 -

The Review Committee has outlined its project plan with tentative deadlines for completion. These are:

1. description of structure and functions of each administrative unit; (15 March)
2. internal analysis of each administrative unit; (13 April)
3. College-wide survey of overall administrative operations; (11 May)
4. comprehensive data analysis and report-writing; (29 June)
5. presentation of report with recommendations to College President; (29 June)

The Committee members and extension members are:

Gerry DellaMattia	. . . .	4907
Jim Sator	. . . .	4345
Jay McGilvery	. . . .	3444
Mark Nonni	. . . .	student
Walter Hogg (Staff Officer)	. . . .	4904

Feel free to contact any of the above, or myself.

Sue Skinner

Sue Skinner
Chairperson,
Administrative Review Steering Committee
(local 2604)

Proposal For Systematic Joint Educational Planning
Between Douglas College
and Our Four School Districts

Following the decision by the provincial government to eliminate School Board representation from College Boards, and make all Board members government appointees, considerable discussion occurred within the college community on how best to maintain and strengthen our relationship with our school districts.

The following proposal was made to the College Board, and with their approval, to the school districts - all of whom have approved the proposal in principle.

The first dinner meeting will occur on Monday, March 5th. Please watch for further details in this publication over the next weeks and months. I am confident that we will all see positive results.

Bill Day.

SCHOOL DISTRICT/COLLEGE JOINT PLANNING PROPOSAL

A Proposal for Systematic Joint Educational Planning
Between Burnaby, Coquitlam, New Westminster, and Maple Ridge
School Districts and Douglas College - December, 1983

I Background

Recent changes in the College and Institute Act have removed school district representatives from direct involvement in the College Board, and, therefore, College governance. This change has served to bring under review the original and continuing reasons for involvement of school boards in College governance. This review has served to reaffirm the value of close collaboration between Douglas College and its constituent districts, both in terms of past accomplishments, and the promise of future accomplishments. These future accomplishments will be made more likely through co-operative endeavours, and sharing of strengths.

II Statement of Principle

The Douglas College Board invites the Boards of School Trustees of Burnaby, Coquitlam, New Westminster, and Maple Ridge to join with it in affirming the values of co-operation between these school districts and the College in order to achieve:

- a) more effective advocacy of the value of general and specific education as a life-long process.
- b) the values of continuity and careful articulation of educational programs between the school district and the College.
- c) the values of a wide range of educational and training programs to be made available to the general population of the region.
- d) values of co-operation between the College and the school district as a means of staff development.

School District/College Joint Planning Proposal

- 2 -

DOUGLAS COLLEGE
ARCHIVESIII Implementation

The Douglas College Board invites the Boards of School Trustees of Burnaby, Coquitlam, New Westminster and Maple Ridge School District to join with it in directing the various Chief Executive Officers to meet, and produce a joint document by November of 1984, and annually thereafter, that would identify areas of mutual concern and opportunities that could be dealt with through co-operative action, for intended implementation by September of the year following.

This document could be presented for internal review within each constituency during December, and formally presented at an annual meeting of the joint boards in February. It would be expected that concerns identified at the board level, would be dealt with satisfactorily between November and the time of formal presentation. The assumption is that following the formal presentation, approval by the various boards during the month of March would be routine, except in extraordinary circumstances.

Approval by the various boards of the plan would constitute direction to the Chief Executive Officer of each institution to implement proposals for the commencement of the next school year.

Accountability

Following the year of the initial period of identification of co-operative projects, and their approval, the formal winter meeting of the joint boards in February would consist of two parts - part "A" being a review of the previous year's approved plan, and the degree to which the system has been able to achieve the proposed co-operative endeavours; part "B" being the proposed plan for the next year.

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School District/College Joint Planning Proposal

- 3 -

Board Involvement

The College Board proposes that each School District assign responsibility for liaison regarding College affairs to a specific committee and that the College Board will designate a committee to be responsible for College affairs relating to each school district. It would be expected that when discussions are occurring, or projects are being identified between the School Districts and the College, that the respective Superintendent and the College President would be responsible for keeping the appropriate committee informed. During the development of the co-operative projects each Fall, at least one meeting of the District Superintendents and the College President would involve the designated committees. As "district specific" projects evolved, the appropriate committees would be kept informed.

WLD/gb

Revised - December 12, 1983.

Apple Microcomputers

There are now two Apple II micros in the Library for general student/faculty/staff use. There is also a small selection of software available including Wordstar, Apple Pilot, Address Book, Apple Writer, Magic Window, Visicalc, etc. You can, of course, bring your own software. Blank diskettes are for sale in the bookstore. Come in and try it out.

Don't know where to start? The Library has the videotapes and print resources for two independent learning programmes, Little Computers: See How They Run and Bits and Bytes. They are both excellent introductions.

Contact Joan Wenman (2120) for further information.

Virginia Chisholm

Samual Johnson's Dictionary

As a result of a faculty member's donation, the Library has purchased a copy of Samual Johnson's famous dictionary. The edition we have purchased was produced in 1978 by Librarie du Liban in Beirut, Lebanon and is a facsimile of the 1773 4th edition. The dictionary has 40,000 entries and is famous for its precision of definition and literary illustration.

For example, Johnson defines politician as "A man of artifice; one of deep contrivance".

The interested user will locate this work in the Reference section, call number PE 1620 J636 1978. Look for two large folio volumes cased in medium blue cloth with gold lettering. Thanks to Peter Henderson for his generous gift.

Daycare Facilities Agreement

We are pleased to announce that at a Special Open Meeting of the Douglas College Board on February 23, 1984, the Board approved an agreement between the College and the Douglas College Early Childhood Education Society for the use of the day care facilities in the Royal Avenue Site. The term of the agreement is two years commencing February 1, 1984, plus a one year renewal option.

Copyright

The following is excerpted from a letter from the Canadian Book Publishers' Council. They obviously have taken a very hard line on copyright infringement but there can be no doubt that they are becoming increasingly active in protecting their rights.

Under the Canadian Copyright Act, Section 17 (2) (a) provides an exemption for infringement of copyright for any "fair dealing for the purposes of PRIVATE study, research, criticism, review of newspaper summary". However, this does not provide an exemption in all circumstances even for the making of SINGLE copies. Among the questions that would be relevant in assessing whether an infringement would occur is whether ALL as opposed to only a PART of the work is copied, whether the work is intended for later use in a classroom as opposed to use for PRIVATE STUDY PURPOSES ONLY, and whether it was contemplated that most students would be expected to make a copy, thus resulting in multiple copies. In the later case, we have been advised that this would almost certainly NOT be considered to be "fair dealing" by Canadian courts, whether or not any profit was intended to be made thereby.

Virginia Chisholm

Fiscal Year Fiscal Year-End,
March 31, 1984'

In preparation for year-end, we ask your co-
operation in the following:

a) INVOICES

Please return all approved invoices to
the Purchasing Department as promptly as
possible. Should there be any queries or
inaccuracies on invoices, please, call so
that we are able to complete changes that
will affect year-end figures.

b) REQUEST FOR HONORARIA, ETC.

Please have all requests for payments
for services to be rendered prior to year-
end, completed and forwarded to the Account-
ing Department by March 27, 1984.

c) EXPENSE REPORTS

Please have all reports for expenses
incurred prior to and including March 23,
1984, submitted for approval by March 26/84.

We also ask that all Deans, Directors,
Chairmen and Supervisors forward the
approved expense reports to the Accounting
Department for processing by March 27, 1984.

LATE SUBMISSIONS FOR ANY OF THE ABOVE WILL
BE CHARGED AGAINST THE 1984/85 BUDGET.

Peter Greenwood.

Audio Visual

Anyone having a cassette recorder borrowed
from Audio Video on a long term loan, please
call WARREN at LOCAL 2115.

For Sale

Chocolate covered almonds

\$1.50 per box

Available from Nursing Office (2604)

(FUND RAISING FOR THE NURSING STUDENTS
GRADUATION)

Women's Centre

SPRING 1984 - March

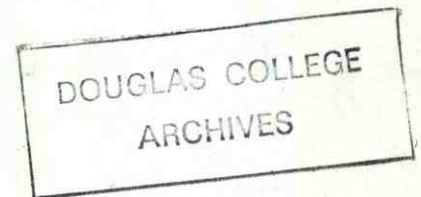
DOUGLAS COLLEGE
ARCHIVES

Hour Hour Film and Discussion Series

- March 6 Women in Sports 12:00 - 1:00 pm, Room 2803
Women in Sports explodes the myths about women's lack of strength and endurance as it traces the story of women in sport from the legendary Amazons to historic and current champions.
- A social history, the film relates women's progress in sports to prevailing social attitudes and, in recent times, to the impact of the contemporary feminist movements. It employs an exciting blend of documentary sources, including archival footage, old kinetoscopes. Hollywood movie clips, advertisements and art reproductions. and quotes from people as different as Aristotle and Amelia Earhart. Included is dramatic footage of the New York City Marathon.
- March 13 Size 10 12:00 - 1:00 pm, Room 2803
Nearly every woman rejects or doesn't like some part of her body, yet a women's acceptance of her body is crucial to her identity. This film takes the view that a women's body cannot be seen apart from her personality and how she acts in the world. Size 10 shows us how women's body image has been formed and deformed by advertising and sexism. The film raises discussion about body image, sexuality, society's conditioning of what women should look like, the fashion industry's profits from our insecurities, pressures on women to conform, adolescence and how we as women can feel better about our bodies.
- March 20 It's Not Your Imagination 12:00 - 1:00 pm, Room 2803
Sexual harassment of women in the work force can take away forms, from sexual innuendo to actions that threaten our economic survival to sexual assault. What is often regarded as common flirtation or 'natural' behaviour can in fact be a way of reinforcing male power over women.
- This film shows five women from various social and economic backgrounds who have been sexually harassed on the job. They tell us what happened to them and what they did about it. Sometimes their retaliation made a positive change in their situation and others times the barriers were too great. But all of the women learned through their experience what sexual harassment was and they did something about it. They encourage other women to follow their actions.
- A three-minute historical section in the film uses animation of archival photographs and etchings to describe the social and economic conditions that have led to women's oppressed situation in the workforce while two women union representatives discuss the obligations of unions to protect their members from this form of discrimination.

Date: February 29, 1984.

To: All College Personnel
From: Bill Day
Re: Privatization



As you are no doubt aware, we have recently received correspondence from the Ministry regarding the provincial government's move toward "privatization", as it affects the education system in general, and Douglas College particularly. The only Douglas College program that the Minister of Education has directed us to reduce is our Office Administration program. If you are not aware of this directive, I ask that you check with any member of Management Committee, or with my office.

Upon receipt of the letters, I assigned two tasks at Management Committee. One was to seek a legal opinion on the powers of the Board under the new legislation - Bill 20. I expect to receive our solicitor's response within the next two weeks.

The second assignment was the preparation of a paper whose purpose is to look at the implications of privatization at Douglas. The Board expects our comment and advice in the near future.

This discussion paper was tabled at Management Committee on February 28th, and is reprinted in this edition of the MAD HATTER. Please give it your consideration, and forward any comments you may have to my office for review at the March 13th Management Committee meeting. The Management paper will be reviewed by the Educational Policy & Planning Committee for criticism/endorsement, and EPPCO's views will be forwarded to the Board separately, if its views differ substantially from the Management paper.

Time is of the essence. The issue of privatization is of immediate concern. I look forward to your early response.

Bill Day

Privatiation: Its Implications

A Discussion Paper

V. Chisholm
N. Fairlie
J. Sator

February 24, 1984

PRIVATIZATION: FINANCIAL IMPLICATIONS FOR THE STUDENT

The fees charged by private industry for comparable office training are notably higher at a ratio of 5 (or 6) to 1.

It is extremely doubtful that many students could afford or would be willing to pay such fees, particularly in light of expected salary return. There are two main alternatives available to the student with limited funds: choose an alternative career from within the College's offerings; or, pay industry only for the amount of training affordable. The former could result in an inability on the part of the College to meet an unexpected increase in demand. The latter is particularly unfortunate in that the 'graduate' lacking skills for advancement would probably become trapped in a junior low-paying position.

It is important to appreciate that the students to be affected by privatization of Douglas College programs are women, traditionally the least able to finance their own education. Private training schools will not provide bursaries and scholarships to deserving students although the Canada Student Loan program is applicable to a licenced school to a maximum well below the fees. It is possible that CEIC would sponsor student training at some of the private schools but the taxpayer will be paying appreciably more for it. The public colleges are currently committing significant resources to help students overcome a multitude of access problems; the private colleges would not. It is expected that there could be, over the long term, a considerable social impact of the continuing unemployment of the student least able to afford private enterprise; the mature single parent.

PRIVATIZATION: EDUCATIONAL IMPACT

The present system of publicly funded colleges and institutes is highly structured and open to public and government scrutiny. The system charges comparable fees, is generally credit/programme transferable and of known quality. The conversion to a private system will result in a bewildering array of small schools among which it would be very difficult for a student to choose (except by fee alone) or to transfer credit to build a total programme. Training would exist at the narrowest level as elective and theoretical courses would be unprofitable. The quality of instruction must be assumed, at best, to be a difficulty for small, private institutes considering the high costs of qualified teachers and capital intensive equipment. Funding for faculty professional development, libraries, counselling and other support services would be non-existent. The continuation of the valuable Advisory Committee system would be in doubt.

PRIVATIZATION DECISION: INTERNAL IMPACT

The ability of the Ministry to implement an educational decision at the College level without negotiation seriously erodes the institution's autonomy. The authority of the Board to offer programmes can be transcended by the Minister but in so doing the internal planning process is devalued. The five-year plan is completely overridden which puts into question the utility of such an effort.

Further, it is not apparent that the Ministry gave thought to the internal effects of privatization of some courses: are those courses necessary for support of students in other programmes? i.e. If typing were transferred to the private sector, would this impact on students planning a data processing career? Will there be significant contractual termination costs which would eliminate any immediate savings to the College? Finally, does the College have any assurance that there are sufficient and acceptable private institutions in place to provide the first level training which is prerequisite to the College's career programmes?

PRIVATIZATION: ECONOMIC IMPACT TO INDUSTRY AND GOVERNMENT

Students who have invested the substantial fees required for privatized training will expect substantially higher wages. Additionally, there would be fewer fully trained workers to compete. These factors, combined with increased training costs to businesses funding staff upgrading, will create an increased financial burden to employers.

Alternatively, it is possible that employers will simply recruit trained staff from elsewhere resulting in a higher structural unemployment level locally. Recruitment costs will have replaced training costs. Initially, privatization will create a shortage of trained workers resulting in higher wages and increased unemployment. In the long run, as well, increased recruitment and staff training cost will create a financial burden for all industries, except of course the private training schools.

Privatization could result in revenue loss to the provincial government from the federal sources (e.g., C.E.I.C.). The government will reduce educational costs but will incur additional welfare costs at the provincial level and higher unemployment costs at the federal level. The shifting of educational subsidies to the employer results in higher expenses to the firm and therefore a reduction in tax revenues to the governments. This will be partly offset by the tax revenues generated on the increased profits of private schools.